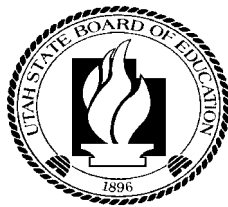


**The Report of the  
Accreditation Visiting Team**

**North Cache 8-9 Center  
157 West 600 South  
Richmond, Utah 84333**

**October 23-24, 2003**



Utah State Office of Education  
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**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**North Cache 8-9 Center  
157 West 600 South  
Richmond, Utah 84333**

**October 23-24, 2003**

**UTAH STATE OFFICE OF EDUCATION**

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State Superintendent of Public Instruction**

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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 23-24, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of North Cache 8-9 Center is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Larry Larson is commended.

The staff and administration are congratulated for the generally fine program being provided for North Cache 8-9 Center students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of North Cache 8-9 Center.

Steven O. Laing, Ed.D.  
State Superintendent  
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*10/30/03*

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**NORTH CACHE 8-9 CENTER**  
**ADMINISTRATION AND STAFF**

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Larry L. Larson ..... Principal  
Maria Nielsen ..... Assistant Principal

**Counseling**

Clint Farmer ..... Counselor  
Janine Justis ..... Counselor

**Support Staff**

Kenny Eggleston ..... Resource Officer  
Stacie Stewart ..... After-School Reach Director

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Debbie Allan	Valerie Johnson	Nanette Selley
Scott Anderson	Janine Justis	Shannon Shaffer
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Katie Boatwright	Leslie Lee	Richard Spackman
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Suzanne Dent	Bill Monday	Jared Storrs
Erika Douglas	Mike Mudrow	Jeff Strate
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Jone Brown  
Godon Chase  
Kathy Corbridge  
Paul Dobson

Sandra Dopp  
Loyd Field  
Pat Gyllenskog  
Alyson Hall  
Sharon Hendricks  
Darla Low  
Rory Miller

Julie Ann Murray  
Garth Purser  
Lana Simmonds  
Tamara Thomas  
Joan Weeks  
Sharron Wood

## **NORTH CACHE 8-9 CENTER**

### **MISSION STATEMENT**

*Promoting Success, Respect and Responsibility,  
while Reaching for the Future*

### **BELIEF STATEMENTS**

WE BELIEVE:

1. Student learning is the chief priority for the school.
2. All students can learn.
3. All learners should have respect for other members of the learning community (i.e. students, teachers, staff, administration).
4. High expectations produce high results.
5. Instruction and assessments are varied at North Cache.
6. Instruction and assessment should be varied to support different learning styles.
7. Students' and teachers' lives should reflect high values and standards.
8. Each student is a valued individual with unique needs.

## **MEMBERS OF THE VISITING TEAM**

Lynne Baty, Box Elder School District, Visiting Team Chairperson

Chris Chournos, Bear River High School, Box Elder School District

Rex McKee, Bear River High School, Box Elder School District

Sheri Fisher, Hurricane Middle School, Washington School District

Debby Herget, Oquirrh Hills Middle School, Jordan School District

# **VISITING TEAM REPORT**

## **NORTH CACHE 8-9 CENTER**

### **CHAPTER 1: SCHOOL PROFILE**

North Cache 8-9 Center is a public school currently serving all 8<sup>th</sup> and 9<sup>th</sup> grade students who reside in the Cache County School District from the Logan city limits north to the Idaho border. The community is largely agricultural, with a growing business presence throughout the attendance area. With the close proximity of Utah State University, Bridgerland Technical College, and Stevens-Henager College, there are multiple opportunities for continued education.

The building was constructed in 1993-94. The 8-9 configuration began in 1999. The original facility was designed to accommodate 800 students, but a six-classroom addition has allowed for expanded enrollment. The current enrollment is 1,071. Over the past three years, North Cache has experienced 8 percent growth. Their average attendance has exceeded 93 percent for the past 5 years. The minority population has been stable at about 6 percent for the past three years. Approximately 8 percent of the students are classified as resource, with 33 students receiving ESL assistance.

The staff of North Cache consists of two administrators, two counselors, and 49 teachers. Available support services include an in-school resource officer, the Utah Behavior Initiative, the REACH Program, and GEAR-Up classes for reading improvement.

a) *What significant findings were revealed by the school's analysis of its profile?*

Analysis of the data reveals that students perform consistently higher than national, state, and district averages in most subtests for the past four years. Further disaggregation of the data would assist the school in identifying specific student populations that may be in need of additional support. It is evident in conversations with the administration and staff that they are initiating procedures for collecting and analyzing student data for the purpose of making decisions regarding school improvement goals, staff development needs, and the allocation of resources.

Although there has been a major emphasis placed on improving reading scores district-wide over recent years, North Cache 8-9 Center has experienced an 8 percent drop in reading scores from 2001– 2002. However, in 2001 North Cache Center put into place a proactive policy by testing reading levels of all incoming students. A year later the school started a new program to help improve the reading skills of their most at-risk readers not being served through Special Education programs. The GEAR-Up program includes a reading class taught by a

certified reading specialist and schoolwide support for students who are at risk in reading.

North Cache 8-9 Center also conducted extensive surveys of parents, teachers and students. As a result, positive goals have been set to address the concerns of all stakeholders.

- b) *What modifications to the school profile should the school consider for the future?*

North Cache 8-9 Center should continue its efforts to systematically collect, disaggregate, and analyze pertinent student data to guide decisions made by the school. The administration and staff should also continue to refine their self-study through aligning their action plan with their desired results for student learning, their district school improvement plan, and student achievement goals.

#### **Suggested Areas for Further Inquiry:**

- In an effort to identify specific student achievement goals, both Utah State Core Tests and Stanford 9 scores should be disaggregated by content clusters, as well as proficiency levels (minimal, partial, sufficient, substantial) for each grade level and by gender and ethnicity.
- Academic trend data for CRT results and Stanford 9 results would add to the school's comprehensive profile in the future.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Due to various circumstances, many of the members of the original leadership team are no longer at North Cache 8-9 Center. The Visiting Team commends the school for its efforts to bring new staff members on board in the accreditation process. During interviews with staff, parents, and students, it was apparent that many stakeholders were actively involved and played an integral part in the development of the school's mission, belief statements, and goals from the beginning. However, it was apparent that focus groups lacked consistent participation from all stakeholders, specifically parents and community members. The Visiting Team recommends that a new accreditation leadership team be established to assume the ongoing responsibilities of implementing the action plan and seeking additional support from parents and community members.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Many of the strengths of North Cache 8-9 Center discovered by the Visiting Team were not clearly identified in the self-study. Many positive programs were revealed after reading North Cache 8-9 Center's school improvement plan. The academic program, curriculum content, and the positive personal relationships between teachers, students, and administration were clearly evident. The Visiting Team was particularly impressed with the "student-centered" focus that exists throughout the school. North Cache 8-9 Center has a culture that is positive, inviting, and supportive for teachers, students, and parents.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

North Cache 8-9 Center's desired results for student learning (DRSLs) are as follows:

1. **Respect is necessary for learning to occur.**
  - Students will be respectful in their interactions with teachers and staff.
  - Students will be treated with respect by teachers and staff.
  - Students will be respectful of school property and others' property.
2. **Students will become lifelong learners.**
  - Students will understand a variety of methods to gather and use information.
  - Students will acquire basic math, reading and communication skills necessary for success.
  - Students will make a commitment to creating quality work and striving for excellence.
3. **Students will become responsible citizens.**
  - Students will manage their lives with proper life skills developed through education.
  - Students will demonstrate self-control in upholding the good of the community.
  - Students will understand and practice school safety procedures.
4. **Students will become effective communicators.**
  - Students will communicate positively with appropriate language in communicating with other students and with adults.
  - Students will communicate with clarity, purpose and understanding of audience.
  - Students will use a variety of communication forms and methods.

5. **Students will be complex thinkers.**

- Students will effectively access, evaluate and integrate information from a variety of sources.
- Students will use a variety of thinking processes to resolve complex issues.
- Students will analyze the nature of a task and demonstrate decision-making skills to effectively accomplish the task.

**Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The process of building a shared vision and mission statement for the school was a collaborative effort involving administration, faculty, and parents. After a careful analysis and study of the existing mission statement, the faculty and administration determined that an entirely new vision for the school was needed. The community council and administration met to discuss the direction they would like to see the school take. The ideas formulated at this meeting were then shared with the faculty, who provided additional input. A committee of five or six teachers was selected to refine the new mission statement, which was then presented to all stakeholders for approval. The mission statement has defined a compelling purpose for the school. The stakeholders are united in their efforts to move the school in a new direction.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements are comprehensive and reflect a commitment on the part of administration and staff to make student learning and success their top priority. The belief statements clearly define the core values of the school as identified in their mission statement: success, respect, and responsibility.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission and beliefs are in alignment with the school's desired results for student learning. However, there is a need to develop a plan to clearly articulate and integrate the DRSLs into curriculum and instruction.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Classroom visits and observations showed evidence that the Utah Core is being addressed in the various curriculum areas. Classrooms have clear visual reminders to students of the direction in which the class is headed. Posters, examples of subject matter, study helps, formulae and directives for accomplishing tasks related to the objectives, and samples of student work were noticeable and consistently comparable in content area classes. Attention to curriculum goals, such as incorporation of the Six Traits of Writing in all English classes, was apparent in the visual cues and the teaching strategies that were observed, as well.

In interviews with various department heads, it became clear there is a conscious effort to collaborate within departments to align Utah Core standards with classroom teaching units. Department members confirm this, and some report meeting on a regular basis to coordinate lesson development with the standards in mind. Others have set goals to incorporate these regular planning meetings in their department schedules. New simplification and consolidation of Core standards by the state have made it necessary for departments to review and adjust their classroom content teaching, and department members express the desire to continue with this practice. Some have suggested the professional development plans include the opportunity for departments to receive training in this area.

A general consensus expressed was that more cross-curricular collaboration is needed. Specific goals listed in departmental analysis documents indicate plans to incorporate this effort in areas such as math, science, English, and history. It is the Visiting Team's recommendation that North Cache faculty departments pursue this goal in earnest in order to proactively meet the needs of student achievement in alignment with Utah State Core Curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

It is evident that the school's desired results for student learning are addressed during the course of instruction as a natural application of best practices and good teaching strategies. Respect was exhibited by teachers and students alike. Instances of the encouragement of self-learning skills were observed, and direct teaching of responsibility and consequential actions was obvious. Communication skills were valued and complex thinking was advocated. The Visiting Team commends the teachers doing this; however, the Visiting Team felt that these DRSLs were being inadvertently taught rather than consciously taught. In interviews most of the teachers were not actually aware they were using the

DRSL philosophical guidelines, and none could express any way in which they actually made the students aware of their importance.

The Visiting Team did not observe or hear any report of the teaching staff collaboratively developing the curriculum with focus on the DRSLs. The Visiting Team recommends an effort to delineate the difference between the mission statement and beliefs and the DRSLs, which are the heart of the instructional focus, while still incorporating them as integral pieces of the whole vision of the school.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Belief statement number six states that instruction and assessment should be varied to support different learning styles. This is commendable, and was observable as the Visiting Team visited classrooms. Traditional direct teaching, mixed with interactive and innovative classroom activities, was seen. Teachers were observed using demonstrations, Socratic questioning, storytelling, discussion, previewing, modeling, student interaction and presentation, visual aids, and role-playing.

Departments use various methods of instructional design—some more than others, depending on the content areas. Math teachers take advantage of observing each other using a model classroom design, and the English Department teachers share teaching and learning styles in their monthly meetings.

Principal Larson expressed a desire to implement training sessions in facets of best practices as part of the faculty’s professional development. The Visiting Team recommends that the administration pursue giving this training and opportunity to all faculty members in order to continue to explore ways to actively engage students in learning.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

In conversation with various teachers, the Visiting Team found a desire to motivate students in taking an active interest in their own learning. Teachers appear to be committed to student achievement and willing to use innovative methods to accomplish this.

Cooperative efforts between the Resource Department and regular education teachers seem to be smooth and collaborative. Identification of other “at-risk” students does not seem to be consistent, or measurable. The Visiting Team would

recommend the identification of diverse learning needs, then the use of staff interactive coordination to develop ways to reach these students and help ensure their success.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The school has in place a very proactive reading assessment program in which every student is given an individual reading assessment to determine his or her reading ability. If the student is found to be below the expected reading level for his or her grade, he or she is placed in a special class designed to improve reading skills. Regular and varied assessments are being used to measure growth in individual classrooms. Classroom teachers use a variety of assessments including performance assessments, pre and post assessments, and student portfolios.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The administration and staff at North Cache 8-9 Center recognize the need for ongoing assessment and data collection beyond standardized testing. As the staff comes together in the future to more clearly define the DRSLs with regard to student performance, they are encouraged to expand their conversations to include how to develop meaningful, measurable criteria for student performance based on Core standards.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

North Cache 8-9 Center has schoolwide assessments that are designed specifically to improve student performance particularly in the area of literacy. There is strong administrative support for use of data to improve student performance. As the staff works together to clarify the DRSLs and how they can be incorporated instructionally, design of equitable and fair assessments will be a natural result of those conversations.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership at North Cache extends beyond the administration. The School Community Improvement Council develops policy for the school. The

administration provides staff development on early-out days. This time has been used for collaboration between departments to develop a positive teaching and learning environment. The administration used resources from all departments to purchase computers for a lab available to all departments. Each department has contributed and therefore has a sense of ownership. The Visiting Team hopes this will encourage use of this technology by all departments. There is strong support for teachers and support staff from the administration. This support has a positive effect on the total academic school environment.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

Analysis of data has been effectively used to modify and structure classes and programs to meet student needs, particularly with regard to improving student behavior and reading skills. With the use of the BEST program, behavior in school has improved based on student discipline referrals. The Star Reading program helps students increase reading levels and achieve school goals. The after-school REACH program is used to support reading along with the regular curriculum. The administration and staff are knowledgeable and energetic in their pursuit of an effective continuous improvement model based on a data-driven action plan.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Data is made available to teachers on specific students' achievements in order to inform teachers about student progress. Counselors have copies of student achievement records in each student's cumulative folder when parents come in for SEOPs. Teachers were given copies of the reading test results for each student, whereby they disaggregated the data and identified the bottom 25 percent of readers. With that data the school was able to develop classes and programs to raise test scores and grade level reading. The data could be further disaggregated to identify specific student groups who may need help.

- d) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The administration has developed committees and departments to help manage the school's resources and operations, including the organization of student groups to help with school safety issues, substance abuse, student recognition, and student success. Also, time is allotted on Fridays to ensure staff development and teacher/department collaboration. Parents, students, and staff members indicate a high regard for the positive culture and climate of the school. Schoolwide

policies and operational procedures are consistent with the school's mission and belief statements.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The administration feels it is important to involve the staff, when appropriate, in determining the allocation of funds. Recently, teachers pooled money from various funds to design a new computer lab for the school. The school has also organized a site-based decision-making team consisting of parents, administrators, staff members, and students. The committee meets monthly to discuss school expenditures. All school expenditures require signed approval from school administration.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school has an outstanding community council that has been actively involved in helping to develop the school's improvement plan. The council meets monthly, helps to make any policy changes, and discusses allocation of various funds. The school holds fundraisers where the profit goes directly back to student needs, rewards, or activities.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team saw evidence of community building at the North Cache 8-9 Center. The Visiting Team was impressed with the environment created by the administration, staff, and students. The school fosters a positive and supportive learning environment. Creating and sustaining a positive, caring learning environment is a priority for all stakeholders. The staff is encouraged to continue to collaborate across departments to foster collegiality and to support the needs of individual students.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school has in place several programs that support student learning. In the past the remediation program was designed to help students who were struggling in class to make up missing work. They now use the after school REACH program to tutor students who fall behind or need help in keeping up. The

REACH program also gives students the opportunity to experience a variety of different activities. The PTSA and Community School Improvement Council are actively involved in the school and support student learning. The school offers parents online access to student grades, as well as weekly progress reports sent to parents by e-mail. If parents do not have access to a computer, progress reports are sent by mail. The Visiting Team encourages the school to continue using available technology to communicate with parents to build support for student learning.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The North Cache 8-9 Center has a commitment to professional development. The faculty has received inservice using the “BEST” behavior management program. Documentation shows that it has helped to diminish the number of discipline referrals to the office. The administration has also implemented the “Efforts-Based Principles of Learning” program to help improve teacher instruction. Administrators frequently visit classrooms and give feedback to teachers on the various areas of effective instruction.

The ESL and Special Education Departments provided inservice for the faculty on topics such as modifying assignments, making accommodations, and handling referrals to their programs. The English Department trained teachers in the use of the Six Traits of Writing.

The school recently established early release on Fridays. Last year, Fridays were used for student remediation, not for professional development. This year, time will be set aside on Friday afternoons to work on professional development goals such as inservice on important topics and department collaboration. Activities will include training in the Six Traits of Writing, asset building, analyzing student assessment data, NCLB rules, and inservice on research-based best practices. The administration supports these efforts through making allocation of funds and allowing time on Friday afternoons to assist teachers in their professional growth.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration promotes and supports collaboration within and across departments. The Math, English, Vocational, and Science Departments are planning to provide training for staff members in an effort to ensure the alignment of curricula with State Core standards. The accreditation process has brought the

staff closer together in its desire to focus on student learning and schoolwide improvement.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

These standards do not apply. Most public junior/middle schools are not accredited through NAAS, only by the USOE – it is their choice to join or not.

#### **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan at North Cache 8-9 Center addresses several major concerns that were identified by the staff as a result of the self-study process. Areas of concern addressed in the action plan include expansion of the behavior program, development of a schoolwide social skills curriculum, establishing criteria for review of student assessment (including assessment of ESL population), implementing “best practices” and teacher collaboration, designing a staff development program, and improving communication to all stakeholders. Other steps of the action plan address important but not critical areas for improvement. The Visiting Team found that other critical action plan components were addressed in the school’s “school improvement plan” but not included in the self-study. The school is encouraged to weave these two documents together as they focus their efforts on those areas that will have a direct impact on student learning and student achievement.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The administration and staff worked collaboratively on the initial steps of the self-study process. There is a strong commitment to the mission and belief statements among administrators, teachers, students, and support staff. Because of this collaborative effort, the mission and beliefs are evident throughout the entire school environment. However, due to teacher turnover, the DRSLs were created with a different group of teachers than those that started the original process. It was noted by the Visiting Team that there was some confusion among staff members regarding the DRSLs and how they should be incorporated instructionally, how they should affect student performance, and what role they

should play in the action plan. The leadership team and administration are encouraged to continue in their efforts to engage the staff collaboratively to clarify the action plan with regard to the school's desired results for student learning.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The follow up process for the action plan includes specific details regarding the steps for evaluation of goals, including persons responsible. The leadership team is encouraged to continue meeting to discuss strategies and give feedback with regard to their action plan and goal accomplishments.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The administration and staff are commended for their efforts to establish a school-wide behavior program that has shown positive results and marked improvement in student behavior.
- North Cache 8-9 Center is commended for its “student-centered” focus. The administration and staff place emphasis on ensuring that activities and instruction help students develop positive attitudes and perceptions about themselves and their learning.
- The administration and staff are commended for their professionalism. Their diligent efforts to create and support an academic learning environment and culture that is inviting, positive, and supportive is evident throughout the school.
- North Cache 8-9 Center is commended for its outstanding efforts in identifying students who at risk academically, and providing additional support through alternative instructional strategies or learning activities that help meet their individual learning needs in achieving essential knowledge and skills.
- The staff is commended on its efforts to work together collaboratively to build consensus in defining the school's mission statement, beliefs, and goals. It was evident that early-out days were instrumental in providing consistent blocks of time for the work of data gathering and analysis in goal setting, and examining strengths and weaknesses of current practice. The mission of North Cache 8-9 Center describes a compelling purpose for the school, and it is evident that it

serves as a guide for the actions of the administration, teachers, students, support staff, parents, and community members.

**Recommendations:**

- The school should continue to refine its self-study document by:
  - Collecting, disaggregating, and analyzing student data.
  - Aligning the action plan to address student achievement goals.
- Continue in efforts to engage the staff collaboratively with regard to the desired results for student learning, including:
  - Increasing schoolwide understanding of the purpose of DRSLs.
  - How DRSLs differ from the school's mission and belief statements.
  - How DRSLs can be incorporated instructionally.
  - Developing meaningful, measurable criteria of student performance that indicate student progress in DRSL indicators.
- Continue to seek involvement of the various stakeholders, particularly parents and students, in the ongoing school improvement process.